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Assessment of Library Instruction at the University of St. Augustine: A Mixed-Methods Analysis

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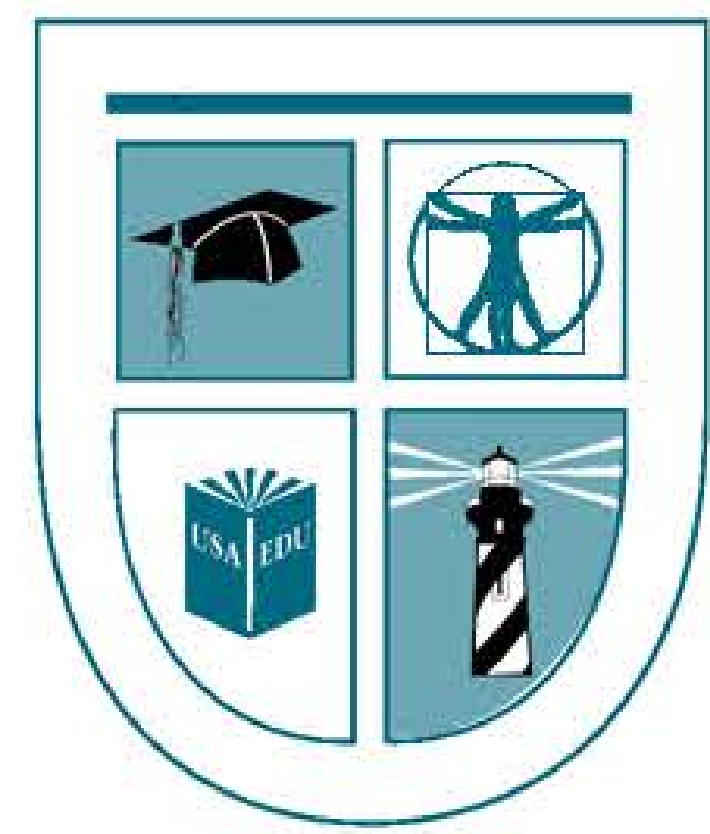
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UNIVERSITY OF ST. AUGUSTINE

FOR HEALTH SCIENCES

Assessment of Library Instruction at the University of St. Augustine: A Mixed-Methods Analysis

Julie Evener, MLIS, EdD

BACKGROUND AND PURPOSE

The University of St. Augustine for Health Sciences (USA) has graduate degree programs in health sciences at both the first-professional and post-professional levels. Programs are blended (with face-to-face and online components) or completely online. Library instruction (LI) takes many forms, including embedding in courses, weekly webinars, and an online for-credit course.

The purpose of this project was to evaluate the LI offerings available through the USA library.

RESEARCH QUESTIONS AND METHODS

The researcher evaluated existing data to draw conclusions about LI. The data consisted of four points, two for each research question (RQ):

RQ1: How well do the instruction offerings from the library help prepare students for related coursework?

1. Scores on the Library Assignment in the Evidence-Informed Practice I (EIP I) course (first-professional)
2. Overall Information Literacy Rubric scores for the Peer Review Essay in the Information Literacy for Evidence-Based Practice course (post-professional)

RQ2: Do students report learning new information/skills as a result of LI sessions?

3. Results of asking students "Did you learn something new and useful in this session?" at every library instruction session (face to face or online)
4. Results of asking students "what" they learned in the session

RESULTS

RQ1

Data Point 1:

Scores on the Library Assignment in the Evidence-Informed Practice I (EIP I) Course, Fall 2016-Fall 2018 (first-professional)

No. of Students	No. Scoring 23 or Higher	% Scoring 23 or Higher	No. Scoring 25/25	% Scoring 25/25
2623	2172	82.81%	1137	43.35%

Data Point 2:

Overall Information Literacy Rubric scores for the Peer Review Essay in the Information Literacy for Evidence-Based Practice course, Summer 2014-Fall 2018 (post-professional)

No. of Students	No. Scoring 12 or Higher	% Scoring 12 or Higher	No. Scoring 14 or Higher	% Scoring 14 or Higher
205	151	73.66%	85	41.46%

RQ2

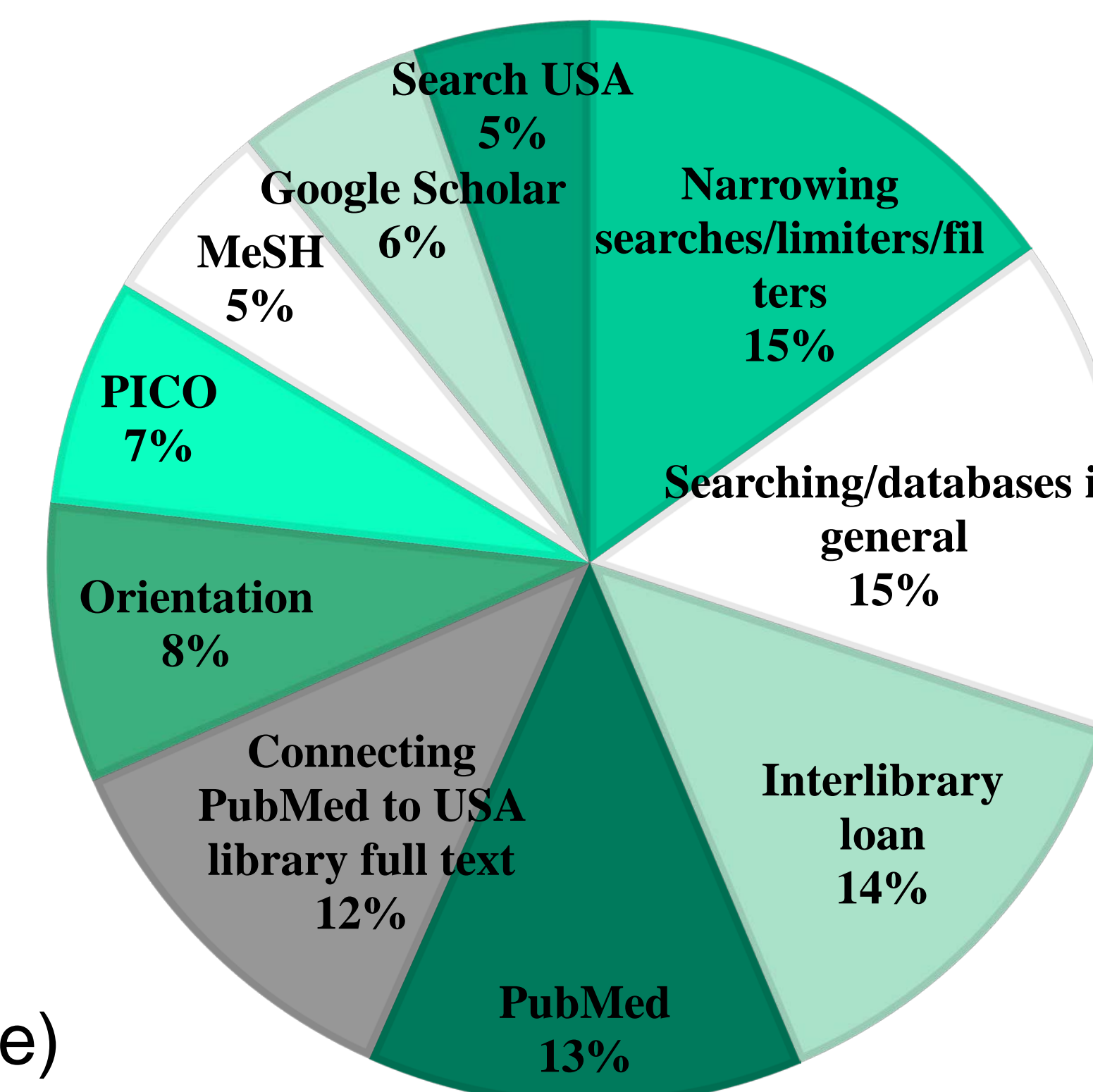
Data Point 3:

Results of asking students "Did you learn something new and useful in this session?" at every library instruction session, Fall 2017-Fall 2018 (face to face or online)

Total	Yes	% Yes
1853	1812	97.79%

Data Point 4: Results of asking students "what" they learned in library instruction sessions

- Narrowing searches/limiters/filters
- Searching/databases in general
- Interlibrary loan
- PubMed
- Connecting PubMed to library full text
- Library resources/orientation
- PICO
- MeSH
- Google Scholar link outs
- Search USA (our library discovery service)



CONCLUSIONS

- Students overwhelmingly report learning something new and useful in LI sessions
- Students generally do well on assignments tied to LI
- The library reaches more students when instruction is required
- What students report learning in later curriculum LI sessions is more advanced than what they report learning in earlier curriculum LI sessions (e.g., MeSH vs. how to find full text)

DECISIONS/CHANGES

- Evidence-Informed Practice II course library integration
- More librarian embeddedness (required instruction) in post-professional program courses
- Data (evidence) enters the discussion when we get pushback from faculty about library participation in a course

ALIGNMENT

Data points 1 and 3 (one from each RQ) used in the evaluation align with performance indicators in the library's overall outcomes assessment plan. The performance indicators support the outcome:

Adopt a more active role in student learning, especially regarding information literacy.

This outcome aligns with a goal in the Library Long Range Plan, 2017-2019, which aligns with an institutional strategic pillar: **Strengthen leadership in rehabilitation programs.**

The alignment allows for ongoing assessment of LI, as well as a way to demonstrate how the library contributes to institutional goals.